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ABSTRACT

This manual was designed to provide instructors in adult basic education with lesson plans which treat the subject of parent education and family life. The lesson plans, factsheets, and worksheets in the manual deal specifically with the subject of child development from 6 to 12 years. The lessons encompass a range of topics including childhood growth, peer and family relationships, the school-age child and the sexual behavior and interests of children. This publication is the second in a series of three which, collectively, propose to treat child development from birth to eighteen years. (PT)

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Parent Education & Family Life

The Child 6 to 12

LESSON PLANS

adult basic education

UNIVERSITY OF THE STATE OF NEW YORK/THE STATE EDUCATION DEPARTMENT
BUREAU OF CONTINUING EDUCATION CURRICULUM DEVELOPMENT/ALBANY

ED045901

LESSON PLAN MANUAL

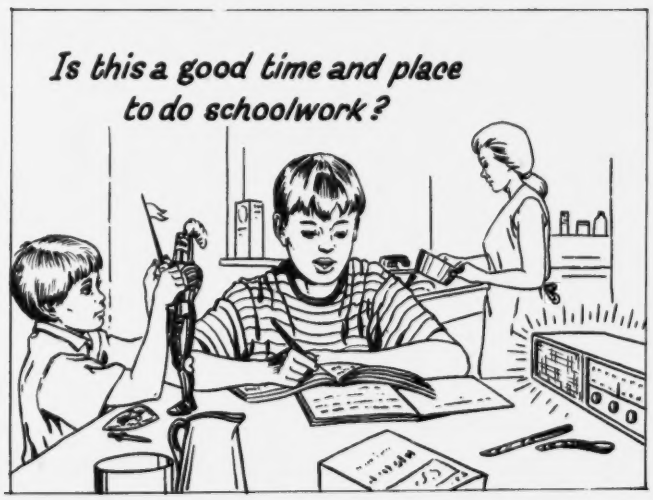
a

Series of Lesson Plans and Worksheets

on

PARENT EDUCATION & FAMILY LIFE

CHILD DEVELOPMENT:
THE CHILD 6 TO 12



THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
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FOREWORD

This manual is designed to provide instructors in adult basic education programs with lesson plans which treat the subject of parent education and family life. Each lesson contains background material for the instructor, aims, lesson motivation and development, suggested activities, and student worksheets and factsheets. The latter are to be used as masters for providing student copies of these same sheets. This publication is the main component of the materials packet for parent education and family life. Additional elements in the packet are the filmstrip with its accompanying manual and the student brochure. Soon to be prepared is a final packet which will complete the materials on parent education and family life. Similar groups of materials are now available in the areas of practical government, consumer education, and health and nutrition.

The Bureau of Continuing Curriculum Development expresses appreciation to the members of the National Advisory Committee, the "Big Cities" Advisory Committees, and the Professional Advisory Committee for their significant contributions to the planning and development of the social living skills curriculum project. From these preliminary deliberations, the Bureau has continued the development of the series. Gratitude is extended to Richard L. Clark, Haverstraw Middle School, Haverstraw, and William I. Nennstiel, Curriculum Coordinator, Fonda-Fultonville Central Public Schools, Fonda, for writing the basic manuscript and reviewing its subsequent drafts; John W. Abbuhl, M.D., for his extensive services as a professional and technical adviser in the development of this publication; and Oscar A. Kaufman who was responsible for the illustrations used herein.

Further acknowledgment is given to Alfred T. Houghton, Chief, Bureau of Basic Continuing Education, and the following members of his staff who reviewed the materials and made valuable suggestions which were incorporated into the manuscript: Neil W. Carr, Supervisor, and Harvey Johnson, Lois A. Matheson, William W. Freeman, Robert Poczik, and Theodore Turone, Associates. Appreciation is also expressed to Dorotha M. Conklin, Chief, and George F. Foot, Associate, Bureau of Child Development and Parent Education; and Robert H. Johnstone, Chief, and Howard O. Yates, Associate, Bureau of Elementary Curriculum Development, who carefully reviewed the manuscript and made pertinent suggestions for its modification. Barry W. Jamason, Associate, Bureau of Continuing Education Curriculum Development, coordinated the project and designed and prepared the manuscript for publication.

HERBERT BOTHAMLEY, *Chief*
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WILLIAM E. YOUNG, *Director*
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MESSAGE TO THE INSTRUCTOR

It is to be hoped that these materials will prove to be of practical value in your important task of providing improved instructional programs for students in adult basic education classes.

To fully appreciate the scope and intent of this project, you should read the introductory handbook, *Teaching Social Living Skills*. This booklet describes the organization of the Social Living Skills materials, provides teaching suggestions, and includes a brief, but useful, bibliography. Further information on the subject of Parent Education and Family Life may be obtained by directing enquiries to the Office of Child Development, Department of Health, Education, and Welfare, Washington, D.C., and to the Bureau of Child Development and Parent Education, New York State Education Department.

The lesson plans, factsheets, and worksheets in this manual on *Parent Education and Family Life* deal specifically with the subject of child development from 6 to 12 years. The lessons encompass a range of topics including childhood growth, peer and family relationships, the school-age child, and the sexual behavior and interests of children. This publication is the second in a series of three which, collectively, propose to treat child development from birth to eighteen years.

Hopefully, this manual will fulfill the twofold task of assisting you in your instructional program and of providing your students with practical and useful information. You can make a significant contribution to the refinement of these materials if you record your reactions and suggestions on the evaluation sheet found at the end of the booklet.

ALFRED T. HOUGHTON, *Chief*
Bureau of Basic Continuing Education

MONROE C. NEFF, *Director*
Division of Continuing Education

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INTRODUCTION

These lesson plans have been arranged as general topics of *Parent Education and Family Life*. It might well be that the quantity or complexity of the material in any one of the lessons will prevent its being completed in a single session. Therefore, it is recommended that the topics be selected and introduced with the amount or choice of material being determined by its pertinence, by the availability of community resources, and by student interest.

With the above considerations in mind, statements of objectives for each lesson are presented here in a suggested order of importance or significance. This ordering of objectives should serve merely as a guide in the event that time or other factors preclude covering all of the information in a lesson. The arrangement of the lessons themselves is an arbitrary one, and it is not meant to suggest topic priority.

Parent Education and Family Life
Child Development: The Child 6 to 12

- GROWTH PATTERNS
  - To underscore the fact that the behavior and attitudes of the 6-12-year-old reflect his unique physical, social, and emotional growth patterns
  - To describe to parents these growth patterns
  - To urge parents to foster the growth of their child through this knowledge
  - To help parents alleviate the child's feelings of self-consciousness that arise because of the changes that occur within him
  - To make parents aware of the special needs their children have as they develop
  - To stress the need for children to experience increasing responsibility as they grow
- LIVING WITH YOUR CHILD
  - To stress the importance of parents having faith and confidence in their child and of making this known to him
  - To provide information which will help build optimum family relationships

- To develop in parents a feeling of pride and confidence where the family is concerned
- To foster in parents a positive, optimistic view of children
- To convince parents that children must be provided with ample opportunity for success
- To point out the need for parents to make the transition from the predominantly physical management of the infant to the intellectual management of the slightly older child

- SEX: BEHAVIOR AND INTEREST
  - To establish the importance of subtle guidance in the sexual development of children
  - To develop the understanding that sexual behavior and characteristics are important landmarks in a child's growth
  - To encourage the idea that a child's interest in, and curiosity about, sex are a natural part of his development
  - To illustrate useful distinctions in sexual growth and behavior within the framework of a child's sex and age

- YOUR CHILD AND SCHOOL
  - To emphasize the value of establishing and maintaining good child and parental attitudes toward the educational enterprise
  - To provide suggestions for cooperative development of these attitudes
  - To stress the necessity of home-school cooperation in achieving the greatest educational benefits for children
  - To present information about the child's role in the elementary school years
  - To promote the development of good reading habits and interests in children

- THE CHILD AT PLAY
  - To help parents understand the changing influences that beset a child as he increases his contacts beyond the home
  - To detail the parents' most productive approach to stimulating healthy play and peer relationships in their child
  - To usefully describe the dynamics of childhood play and peer group organization

- To explain the natural rivalries, antagonisms, and compacts that develop when a child interacts with other children

- To provide an understanding that group pressures and allegiances affect a child's behavior and that group interaction can be directed toward positive social goals

- To develop an awareness that interpersonal relationships are variable and that, beyond the home, they develop significantly in the neighborhood, school, and community

GROWTH PATTERNS

Background Material for the Instructor

From the ages 6 to 12, a child experiences steady, though relatively slow growth. Sometime between 9 and 13, a noticeable "resting period" in growth is followed by a time of rapid growth in terms of height and weight. Although each child's growth is unique, the following general observations may be made about the way children of these ages grow:

- Girls mature more rapidly than boys.
- Permanent teeth appear.
- Eye-hand coordination improves markedly.
- Body type becomes evident.
- Individual differences and abilities become more pronounced.

The 6-9-Year-Old

These years are transitional ones for the child. The child steps further into the world of the community. Few things are more important to his future happiness than establishing strong relationships in the world outside of his home.

Growth and Behavior

The child's physical growth proceeds from large-muscle development to small-muscle coordination. The latter is enhanced if a child is provided the opportunity to do craft work with tools which require some skill in manipulation. There is a continuous need for movement and active, outdoor play. Thus, the child needs an environment which is receptive to the direct discharge of energy. This high activity level is manifested in climbing, running, jumping, hauling, and throwing.

On the other hand, activities which require great attention to detail for a six-or seven-year-old should be de-emphasized because the child's eyes are not sufficiently well-developed to accommodate this strain. By the eighth or ninth year, the child's eyes are almost adult size and they are ready for more close work with less chance of strain.

Slowly but surely, the child's unique traits and abilities become apparent. He is able to assume more responsibility, exhibiting decisiveness and a growing sense of right and wrong. The interests of boys and girls become increasingly dissimilar. Some general characteristics of this age group are the following:

- talkative and prone to exaggeration

- competitive, with verbal disagreement sometimes replacing physical conflict
- sporadically independent and even contrary
- more capable of abstract thinking
- often cautious and self-critical
- increasingly dependable
- more sensitive to the feelings of other children and adults
- able to plan

Special Needs

The youngster needs help in adjusting to the rougher, more active ways of play without becoming unmanageable in the process. Parents should see that his active play is balanced by quieter interests. These quieter play activities will probably coincide with the fatigue that a child often shows in the afternoon.

The child needs to have the concepts of sharing and taking turns reinforced to the end that acceptable social behavior will develop. This is especially important since the child's energy and acquisitiveness often make his manners and consideration seem non-existent. His interest and enthusiasm should be encouraged while, at the same time, he is reminded of his responsibilities.

The Preadolescent (10-12 Years)

Parents should use essentially the same approach to problems and needs as was given the younger child in order to help the preadolescent's development. Reconsidering this approach then, parents should provide the child with:

- warm affection and understanding
- a sense of belonging
- an understanding of his own pattern of growth and development
- an awareness that they recognize his needs
- encouragement and guidance with respect to his growing independence and interests

Growth and Behavior

The preadolescent's physical growth is characterized by very obvious variations in rate of development. Unevenness of growth causes the child's hands, feet, and legs to be out of proportion for a time. Awkwardness and poor posture often result from this uneven growth. Bone growth is not always matched by corresponding muscular development. Reproductive organs are maturing and secondary sex characteristics are developing. Girls are usually taller and heavier than boys during this period and they are as much as two years ahead of boys in physical and social development.

Very often the preadolescent seems lazy. Parents should realize that when this happens growth is taking place so rapidly that the youngster is often very tired. Other preadolescents who are not growing as rapidly at that time may stand out in sharp contrast because of their high activity level.

The preadolescent's health is nearly as good as it will ever be during his life. His appetite is enormous, but often capricious. There is a need for eight to nine hours of sleep, and he may often sleep longer than that. Toward the end of this age period, there is evidence of increasing manual dexterity, greater strength, and increasing resistance to fatigue. The child's activity becomes greater and more varied than ever before.

During this period, the youngster's hostility toward adults reaches its height. Parents may find their child flaunting his admiration of other adults. His natural interests have become quite independent of adult influence. The "gang" becomes a common form of social organization for a child of this age, although participation lacks the team spirit which seems to begin in the early teens.

Special Needs

The preadolescent frequently becomes self-conscious about the physiological changes that occur within him. Because of this, he may become moody, overcritical, changeable, rebellious, and uncooperative. He needs to have parents and other adults understand the physical and emotional changes that are besetting him. Evidence of warm affection and a sense of humor on the part of adults is helpful to him at this time. Whereas regulation of his behavior and activities is of course still necessary, it need not assume the flavor of nagging, scolding, and condescension.

There is a great need for varied programs and activities, some of which can be provided by parents, to accommodate the preadolescent's varying rate of growth and his range of interests. There must be continuing opportunity for assuming responsibility. Whenever possible, success should be promoted and discouragement avoided.

Suggested Lesson Plan

Aims

- To develop the understanding that the behavior and attitudes of the 6-12-year-old reflect his unique physical, social, and emotional growth patterns
- To encourage parents to take into account these individual growth patterns when dealing with their children

Motivation

The instructor may begin the lesson by describing to the class some incidents in which difficulties with children from 6-12 years of age have arisen and were heightened by a lack of awareness of the child's individual growth pattern. Examples might include:

- difficulties in eating habits of a preadolescent who is in a period of slow growth (noneating) or rapid growth (ravenous appetite)

- emotional crisis wherein a child, because of greater self-evaluation and realization, accuses his parents of unfairness and partiality toward other siblings (Parents should point out each child's uniqueness, not necessarily stressing equality.)

- a child's interest and effort diminishes due to parental pressure (A child is forced into athletic competition too early.)

- incidents of sexual interests intensified by parental indifference or negative attitude ("If they don't care, do it. If it's forbidden, do it.")

Development

Referring to the examples cited in Motivation, have the students describe similar incidents from their own experience. The following questions might be used during the discussion:

-- *What were your feelings during the incident?*

-- *How do you think your child felt during this incident?*

-- *Did some of the incidents occur for the same reason?*

-- *How were the situations resolved?*

-- *What would you have done differently? Why?*

The instructor's goals in this discussion should be:

- to make parents aware of the need for honest appraisal and effective communication as a means of establishing understanding

- To have students (parents) learn about children through the discussion of common experiences

- to introduce alternative methods of reacting to a child's behavior

Suggested Activities

- Use the supplemental filmstrip and manual for *Child Development: The Child 6 to 12* to reinforce the concepts described in the Background Material. The filmstrip should be previewed by the instructor before it is shown to the students.

- Have the students prepare, as a class project, a list of the ways in which parents may improve their understanding of child growth and behavior from the ages of 6 to 12. This factsheet may then be compared with the formal one which has been provided as part of the lesson plan on p. 11.

- Invite a school psychologist to speak to the class about the growth and behavior patterns of children. The students should prepare for this visit by helping to determine the discussion topics, and by

preparing questions and comments in advance. Be sure to brief this outside consultant on the program, its purposes, and the interests of the students.

- Try to arrange for some of the students to visit a nearby public playground. While observing the children playing, the students should look for certain behavior patterns and physical characteristics such as:

  - degree of play organization
  - signs of fatigue
  - physical coordination
  - personal relationships
  - attitudes toward winning and losing

  These observations can be shared with the class and discussed in relation to the lesson plan content.

Worksheet Activities

Worksheet A is designed as a discussion activity for students who read up to a second grade level. Allow the students a moment or two to study the illustration. Then read with them the caption: IN WHAT WAYS ARE THESE CHILDREN MORE MATURE THAN 6-9-YEAR-OLDS? Discussion of the worksheet should center on the following concepts:

- highly organized team play
- improved eye-hand coordination
- distinguishable differences in body types
- greater evidence of individual differences and abilities
- variation among individuals in rate of growth
- increasing strength and resistance to fatigue

Worksheet B is recommended for students reading on levels 3-4. The instructor should assist students in completing the worksheet and act as a moderator for a class discussion of the answers.

The Factsheet is designed for students who are able to read at the 5-8 level. It may be used for review and reinforcement of the Background Material and taken home for further study beyond class use.

Worksheet C is also for students who read at the 5-8 level. After completing the worksheet, the students should discuss the concepts implied therein.

Student Worksheet A: *Growth Patterns*

Instructions: Discuss the ways in which these children are more mature than 6-9-year-olds.

Student Worksheet B: *Growth Patterns*

Instructions: Read each of the following and place a check in the correct box or boxes. Remember, there may be more than one correct choice for each question.

1. The 6-9-year-old:

   [ ] does not have a great deal of energy

   [ ] does not tire easily

   [ ] becomes better able to handle his toys and tools

2. The 10-12-year-old:

   [ ] shows beginnings of sex growth

   [ ] is not interested in gangs

   [ ] goes through times of slow and fast physical growth

3. Parents can help their children learn by:

   [ ] giving them responsibility when they are ready for it

   [ ] discussing things with them

   [ ] never showing anger

4. Parents improve their children's eating habits by:

   [ ] making them sit at the table until they have finished

   [ ] eating out occasionally

   [ ] making mealtime a pleasant family activity

5. Parents help their children by:

   [ ] knowing where they are and what they are doing

   [ ] telling them how to play even when they don't ask

   [ ] leaving them on their own as often as possible

6. Children need:

   [ ] to be reminded of their responsibilities

   [ ] praise for their efforts

   [ ] honest answers to their questions about sex

Student Factsheet: *Growth Patterns*

Suggestions for Parents

- Know where your child is and what he is doing, but try not to interfere with his play.
- The 6-12-year-old is able to do many things on his own, and he should, as often as possible.
- Listing things to be done on a bulletin board helps a child remember.
- Know that a child sometimes becomes so interested in what he is doing that he cannot easily pay attention to you.
- Praise your child when he tries and when he is successful.
- Talk with your children.
- Give honest answers to all questions about sex.
- Provide the child with books and magazines of many kinds which can be easily read.
- You may help a child's appetite by having the family eat with relatives or at a restaurant once in a while.
- An allowance, if the child earns it, is a good way to teach the value of money.
- Help in school activities. Go to school activities which are for parents.
- Help the child see bedtime as a pleasant, comfortable time.
- Take trips together to museums, zoos, parks, and other interesting places.

Student Worksheet C: *Growth Patterns*

Instructions: Mark each statement below either (T) for true or (F) for false. Change false statements to make them true. Be ready to discuss the reasons for your answers and changes.

1. _____ The preadolescent shows very little change in his rate of growth.

2. _____ The 6-12-year-old shows a growing interest in groups and gangs.

3. _____ When parents set limits on a child's actions, they can expect the children to resent it.

4. _____ Allowances and bulletin boards help the child grow in responsibility.

5. _____ The 6-12-year-old has few interests.

6. _____ These children, especially the boys, are often loyal to the family before the gang.

7. _____ These children need a sense of belonging and a feeling of acceptance.

Instructions: Answer the following questions and be prepared to discuss your answers with your instructor.

1. In what ways have you changed your ideas on how to deal with the 6-12 child as a result of this lesson? _____

2. How is the physical growth of the preadolescent (10-12-year-old) different from that of the 6-9-year-old? _____

LIVING WITH YOUR CHILD

Background Material for the Instructor

Raising children involves more than physical and financial security. Beyond this security, the parents must have faith in their child and be able to transmit this faith to him. It is important that the child perceive parental encouragement.

Giving Praise

Praise is the simplest form of encouragement. Children usually react to criticism negatively, but they thrive on praise. Praise should not be the only form of encouragement used since it may prove ineffective if the child continues his own low opinion of his ability and deems the praise unjustified.

Attitudes through which parents can give this much needed extra encouragement and security to their child are based upon the following concepts:

- Failure is not a crime. A child must try, with the expectation that he will sometimes fail and sometimes succeed.
- The child needs to know that others have confidence in his ability to become competent.
- Provide considerable opportunity for successful achievement.
- Recognize that a child can be permitted to make decisions, and that this right includes the option of making mistakes. (Learning occurs in failure as well as in success.)

Observing Children

Part of the job of being a good parent, in addition to providing security and encouragement, involves the task of observing their child. Their relationship with the child should be based upon these observations rather than solely as a reaction to the child's behavior. When observing their child, parents should:

- attempt to see the situation through the eyes of the child rather than only from their own frame of reference.
- try to learn the what, how, and why of a child's actions.

- realize that the behavior is not merely a response to outside stimuli, but an attempt of the child to develop his niche in the family structure.

- look for recurring patterns in the child's behavior.

Observation quite often reveals that, from time to time as a child matures, he is likely to exhibit fears which are not easily understood by parents. These fears, such as fear of darkness, abandonment, storms, and of physical mutilation, are characteristically experienced by children in this age group. Gentle assurances of safety and belonging by parents will, for the most part, alleviate these fears.

The Child at Different Ages

As parents observe their child during the 6-12 age period, they will begin to see a general maturation from dependence to independence and self-reliance. During this process, there are periods of extreme interest, indifference, and companionship.

The following age classifications represent some rather typical characteristics of parent-child relationships.

- The six year-old is particularly appreciative of affection, warmth, and friendliness expressed by his parents. Time has little meaning and it becomes necessary to establish routines, that are predictable and regular, regarding mealtimes, bedtimes, etc.

- The child of seven needs patient reminders about lateness. He begins to realize the necessity for personal cleanliness and desires to have responsibilities at home.

- The eight year-old makes many demands upon his mother. At this sensitive age, a child wants and needs guidance but resents criticism. Money is also beginning to be important in the child's life.

- The nine year old likes recognition and reacts well to praise. Although he is beginning to have definite conceptions of right and wrong, one should be careful not to overestimate his maturity and expect too much of him.

- The preadolescent (10-12 years) displays a capacity to budget his daily activities. He identifies with the peer group instead of the family group and makes comparative judgments of adults. He likes secrets.

The different developmental age levels affect the child's relationships with his parents, which in turn demand knowledgeable and flexible parents.

Summary

The parents must apply the knowledge of their child's basic attributes to the building of a healthy relationship based on discussion and communication.

Each relationship is unique and it becomes natural for parents to develop differing relationships with their children. The parents' individual temperaments will, to a great extent, dictate the nature of these relationships.

Suggested Lesson Plan

Aims

- To promote a more positive and optimistic concept of children
- To acquaint parents with the developmental patterns of a child that affect his relationships with his family
- To encourage parental observations of their child based on principles of reason, respect, understanding, and communication

Motivation

In the picture below, the representation of a family activity is to be used as a device to initiate discussion about the different maturity levels of children and parental responsibility for disciplining their children. (The page may be used to make a transparency for the overhead projector or to duplicate and circulate throughout the class.)

I don't care if you did ! They're going to bed now!
I told the children they could watch the movie.
You promised.
I'm older, I can stay up later.

Development

In conducting the discussion, the instructor should regard himself as a resource person. Insofar as possible, he should draw upon unorganized information which members of the class already have, emphasizing concepts presented or inferred in the Background Material.

Instruct the student to contribute ideas based on the drawing in Motivation. The discussion should not be centered on who should have the final word in parental discipline, but rather on what type of disciplinary action should be taken and when. The instructor should emphasize the importance of recognizing the various levels of development and point out that all children cannot be treated identically. As the students give their reactions, the teacher or one of the students might record them on a chalkboard.

The following concepts can be reinforced during the discussion. (Again, these are flexible age-characteristic pairings.)

Age	Typical Characteristics
Six	• Identification with adults: child will imitate mannerisms of the parents.
Seven	• Drive toward independence even though he desires adult direction and assurance
Eight	• Needs reminders of his responsibilities and may be lacking in manners
Nine	• Beginning to have definite conceptions or right and wrong; may challenge opinions of parents and can be indignant if he feels he has been treated unfairly
Preadolescent (10-12)	• Self-dependent; growing self-reliance; socially intelligent

Suggested Activities

- Originate and continually supplement a family life resource class library. Use child-care and guidance materials obtained from clinics, doctors, and county and state Public Health and Welfare agencies.

- Invite an elementary school staff member to speak on the general topic of family life and child guidance. The class should have prepared a series of questions based upon the conceptual content of this lesson plan or other questions of special interest. Well rehearsed questions will enable all to profit from the efficient use of the visitor's time. Equally important is the need to brief the consultant on the program, its purposes, and the interests of the students.

- Use the filmstrip and manual dealing with *Child Development: The Child 6 to 12* to reinforce the background material. The instructor should preview the filmstrip before using it in class.

- Ask for student volunteers to express various ways in which they communicate with their children. This can be a simple listing of the things they engage in as family, or parent-child activities.

Worksheet Activities

Worksheet A is designed as a discussion activity for students who read up to a second grade level. Read the instructions with the students and allow them a moment or two to study the illustration. Then, read again with them the instructions and the caption: IS MOTHER DOING THE RIGHT THING? The discussion should center on the effect the mother will have on the subsequent behavior of her child. The following concepts should be developed during the discussion:

- Promote the feeling that each child in some way is unique and special.

- Respond to the feelings about the situation, not always the event itself.

- Praise efforts past and present.

- Communicate your faith in the child's ability.

- Stress the importance of the initiative and responsibility that each person should develop.

- Be sure to give recognition for effort and a job "well done."

Worksheet B is recommended for those reading on levels 3-4 and is to be used as a review exercise. The instructor should assist the students in answering the questions and act as a moderator for a class discussion of the answers.

The Factsheet is for students who read at the 5-8 level, and it may be used for review and reinforcement of the foregoing concepts. After class use, the Factsheet may be taken home for further study.

Worksheet C may also be used by students who are able to read at the 5-8 level. After assisting the students in the completion of this question sheet, the instructor should encourage a class discussion of the answers.

Student Worksheet A: *Living With Your Child*

Instructions: Decide whether or not you as a parent will help your child clean up a messy room.

Student Worksheet B: *Living With Your Child*

Instructions: Read each question and place a check in the correct box or boxes. Remember, there may be more than one correct choice for each question.

1. Parents should:

   [ ] treat each child the same

   [ ] praise their child

   [ ] argue about their children

2. A six year old:

   [ ] knows what is right and wrong

   [ ] goes to bed by himself

   [ ] likes praise

3. Fathers are:

   [ ] to care about the child

   [ ] only to play with the child on Saturdays

   [ ] to treat the child just like the mothers do

4. A good time to talk with your child is:

   [ ] at the supper table

   [ ] after an argument

   [ ] when your child is tired

5. A preadolescent (10-12 years old):

   [ ] can do many things by himself

   [ ] likes secrets

   [ ] has close friends

Student Factsheet: *Living With Your Child*

Raising children means more than just giving them home, food, and clothing. Parents must openly show their love for and confidence in their child. A child must be given duties and encouragement to succeed in carrying them out.

As a child grows older, he can be allowed to make decisions more often. With this freedom goes the right to make mistakes and learn from them.

Suggestions for Parents

- Praise and have faith in your child.
- Give recognition for effort and a job well done.
- Use the interests of your child to add to his learning and skills.
- In the disciplining of your child:
    - be firm
    - be consistent
    - recognize the good in the child
    - try to understand the reasons for his misbehavior
- Treat each child as being special and different. Do not compare him with brothers, sisters, or other children.
- Fears of darkness, storms, and abandonment are normal.
- Do not expect too much at once. Allow them time to do things (tie shoes, make bed).
- Both parents should talk to the child.
- Express your love for your child openly.
- Talk to your child as often as possible.
- Do many things as a family.
- Give your child responsibilities.

Student Worksheet C: *Living With Your Child*

Instructions: Complete the following sentences and be ready to discuss each with your instructor. Place a check in the box or boxes to show the correct choices. There may be more than one correct choice for some.

1. Praise is:

   [ ] better than criticism

   [ ] only for young children

   [ ] to be given only by the mother

2. Parents should:

   [ ] have faith in their child

   [ ] ignore their fears

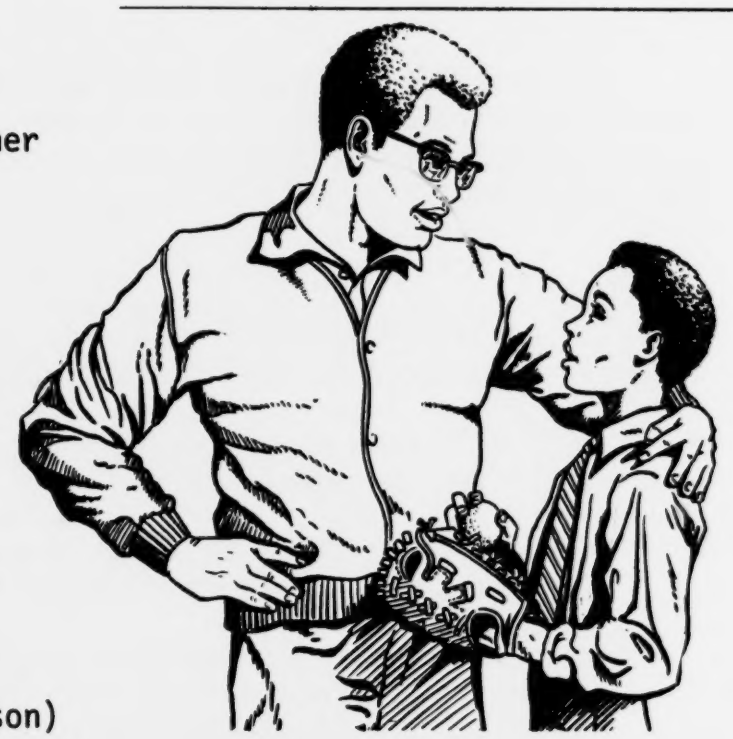
   [ ] treat all children the same

3. Discipline should be:

   [ ] the same for all situations

   [ ] handled only by the father

   [ ] based on good judgment (reason)



Instructions: Answer the questions below in the spaces provided.

1. List some of the responsibilities (duties) you can give your 6-12-year old to do in the home. _____

   _____

2. What are some of the activities that your family has engaged in together? _____

   _____

3. What other activities could you do together? _____

   _____

   _____

SEX: BEHAVIOR AND INTEREST

Background Material for the Instructor

The question of sexual behavior and interests in the child of 6 to 12 years must be approached with a recognition of the subtle ways in which sexual behavior and interests are incorporated in the total development of the individual.

General Sex Behavior and Interest by Age

Throughout the years from six to twelve, children exhibit a growing interest in matters of sex. This is caused in part by changes in body structure and an awareness of individual differences. Ages at which interest is intense alternate with ages at which there is relatively little interest. Some rather typical sex concerns by age are the following:

- The child of six asks about pregnancy and birth, and may show some interest in the mating of animals.
- The seven year-old has less interest in sex, although he may indulge in mutual exploration and some sex play. Quite often, this child displays an intense desire for a new baby in the family.
- The eight year-old exhibits a somewhat keener interest in sex than he did a year or two earlier.
- The nine year-old may exchange sex information with friends of the same sex. At this age, there is the beginning of some sex-swearing and repetition of "dirty" poems, especially by boys.
- The preadolescent (10-12 years) knows, or soon learns, about conception. Sex play is a more frequent occurrence. By eleven or twelve, smutty jokes are being exchanged.

Thus, the period from six to twelve years is one of progressive sexual awareness. The instruction and guidance given to the child at this time must be skillfully handled, and occasionally, adroitly deferred for a while. Information and direction should suit the occasion and the child's maturity. Some of this information should be given to the child in advance in order to counteract the effects of the misinformation he will probably receive from his peers.

The main goal is to preserve an easy, natural confidence between parent and child. Orientation rather than mere instruction or discipline is the proper approach. Often, the most opportune time for effective guidance

occurs when there is no problem at all. At this time, the child is instructed by suggestion. Two extremes to be avoided are over-protection through silence and evasion on the one hand, and, on the other, excessive candor when imparting information to the child.

Differences in Boys' and Girls' Sexual Interests

Boys and girls manifest interest in sex in different ways. Some general observations about these differences are:

- Boys are more likely to get sex "information" from sources other than their parents.
- Boys are more active and persistent in experimental sex-play and exploration.
- Boys are more apt to bring home tales and new "bad" words they have heard. (They ask for specific explanations and parents should assist them in developing a suitable vocabulary.)
- Girls, as a group, tend to show a more mature interest in sex than boys, and they ask more thoughtful questions.
- The sexual interests of girls are often independent of the peer group stimulus. (For example, a girl might ask a question about physiology or pregnancy more out of sheer curiosity than because it may have been part of an idle conversation with her friends.)

Summary

In assessing each situation involving sexual behavior, the parent must carefully interpret the individuality and the developmental background of the child. Intelligent, outgoing children want, and easily comprehend, many facts. Conversely, some children are slower to grasp understandings of this nature, and must be informed more slowly, with repetition.

Parents must realize that sexual behavior and interests are a part of the natural curiosity a child has about his world. When this curiosity is satisfied, the child's attention turns naturally to other preoccupations. A child should be encouraged in this healthy interest in the same way that he is to be encouraged in all of his other interests. Making him feel guilty about this normal behavior and interest may have an undesirable effect on his sexual outlook later in life. Parents should accept these characteristics and recognize them as a natural part of the child's behavioral development.

Suggested Lesson Plan

<u>Aims</u>

- To acquaint parents with the characteristic sexual behavior and interests which they can expect of their child
- To encourage the development of proper parental attitudes and feelings toward the child's sexual behavior and interests

- To indicate the differences between boys and girls regarding sexual behavior and interests

Motivation

The instructor can use the following fictional newspaper account to initiate a discussion of the sexual behavior and interests of the 6-12 year-old. Read the following article to the class.

> LOS ANGELES (AP). Parents and public school officials are becoming increasingly alarmed over the growing number of elementary school children who are "going steady."...

Development

The instructor might have each student describe a situation pertaining to sexual behavior or interests which involved a child in his family or that of a friend. The situation may be represented in some fashion on a piece of paper. The papers should not be signed by the students. The instructor should help individual students describe their situations. If a student seems to be having difficulty, the instructor should help him describe the situation he has chosen. (This exercise may be done prior to the class meeting to save class time for the discussion.)

Using these student contributions, the teacher should initiate the discussion by choosing one situation, and continue the process until as many situations are used as time and interest dictate. During the discussion, the following typical characteristics of sexual behavior and interests can serve as guidelines:

- Six years
  - marked awareness and interest in boy-girl difference in body structure
  - sex play or exhibitionism (game of "show")
  - interest in how a baby comes out of mother's body and whether or not it is a painful process
- Seven years
  - may be the last age at which boys and girls play together with little or no regard for sex roles
  - size of pregnant women associated with presence of the baby
  - strong and persistent boy-girl attachments or "love affairs"
- Eight years
  - interest in peeking, smutty jokes, "provocative" giggling
  - questions about menstruation from the girls
  - spontaneous sex segregation in play beginning to occur

- Nine years

  - embarrassment about nudity in front of parents and other adults
  - interest in child's own sex organs and their functions
  - quite apparent sex segregation during play

- Ten to twelve years (Characteristics become less easy to define in terms of yearly growth.)

  - appearance of secondary sex characteristics such as body hair and sensitive genitalia
  - growth of the breasts and beginning of menstruation
  - more frequent interest in sex play
  - more rapid maturation by girls
  - greater knowledge of conception and life processes

Suggested Activities

- Ask the students to observe the different sexual behavior and interests of children in an informal situation such as that of a playground or park, and to report these observations to the class. Some examples of reportable behavior might be overheard conversations, flirting (among preadolescents), and the degree of interest by children of one sex in the opposite sex. To point up individual differences and sex differences, observations can also be made of boys and girls of the same age. Any informal observations such as these by class members would reinforce the concepts developed during the regular instructional period.

- Invite a local doctor or school psychologist to speak to the class. The class should have prepared a series of questions based upon the conceptual content of this lesson plan or other special interests. Well-rehearsed questions will enable all to profit from the efficient use of the visitor's time. Equally important is the need to brief the outside consultant on the program, its purposes, and the interests of the students.

- Ask for volunteers who would use the information gained from the class discussion (Development) in helping them solve the situation each has stated.

- Use the supplemental filmstrip for *Child Development: The Child 6 to 12* to reinforce the concepts described in the Background Material. The filmstrip should be previewed by the instructor prior to its screening for the students.

Worksheet Activities

Worksheet A is designed as a discussion activity for students who read up to a second grade level. Read the instructions with the students and allow the students a moment or two to study the illustrations. Then read with them the captions:

-- HOW DO YOUNG BOYS AND GIRLS PLAY?

-- HOW DO OLDER BOYS AND GIRLS BEHAVE TOWARD EACH OTHER?

During the discussion of these two illustrations:

- Emphasize that the activities shown in the first are normal for children of that age group (6-9).
- Stress individual differences which may be evident in both illustrations.

Worksheet B is recommended for those reading on levels 3-4 and is to be used as a review exercise. The instructor should assist the students in answering the questions and act as a moderator for a class discussion of the answers.

The Factsheet is for students who read at the 5-8 level, and it may be used for review and reinforcement of the foregoing concepts. After class use, the Factsheet may be taken home for further study.

Worksheet C may also be used by students who are able to read at the 5-8 level. After assisting the students in the completion of this question sheet, the instructor should encourage a class discussion of the answers.

Student Worksheet A: *Sex: Behavior and Interests*

Instructions: Discuss why these activities are normal for children of this age group.

Student Worksheet B: *Sex: Behavior and Interests*

Instructions: Read each of the following and place a check in the correct box or boxes. Remember, there may be more than one correct choice for each question.

1. Girls usually:

   [ ] mature faster than boys

   [ ] play more with boys than with girls

   [ ] tell "dirty" stories and use "bad" words more often than boys

2. Parents should:

   [ ] not discuss the child's sexual interests with him

   [ ] punish a child when he uses a "dirty word"

   [ ] answer a child's question about sex

3. Boys usually:

   [ ] are not as active as girls in sex play

   [ ] tell smutty jokes

   [ ] get most sex information from their parents

4. The child's sexual behavior should be:

   [ ] ignored

   [ ] discussed with him

   [ ] the concern of the mother and father

5. The child's interest in sex will:

   [ ] be high and low at different times

   [ ] always be the same

   [ ] be unimportant from the ages of 6 to 12

Student Factsheet: *Sex: Behavior and Interests*

Reminders for Parents

- Realize that sex is a natural subject about which you are really qualified to speak with your child.
- Children have a natural interest in and curiosity about sex.
- Have a positive attitude. You will know the answer to most questions your child will ask.
- When you can't answer your child's question, ask for advice from your doctor, the school nurse, or a clergyman.
- The way you answer a child's questions is often more important than your answer.
- Only give a child the information he asks for. Simple, direct answers to his questions are best.
- The child may ask the same questions about sex more than once. Often, it is not because he forgets, but rather because the same questions and answers mean different things to him as he grows older and situations change for him.
- Expect great interest in sex by your child at certain ages, and little or none at other ages.
- Understand that:
  - -- children of the same age will not always show the same amount of interest in sex.
  - -- girls' interest in boys is greater than boys' interest in girls during these years.
  - -- boys will bring home more "bad words" than girls.
  - -- boys will usually get more information from outside the home and school than girls will.
  - -- girls of this age are ahead of boys in their physical and social development.

Student Worksheet C: *Sex: Behavior and Interests*

Instructions: Complete the following sentences and be ready to discuss each with your instructor. Place a check in the box or boxes to indicate the correct choice(s). There may be more than one correct choice for some.

1. A child's questions about sex should be answered:

   [ ] only after he is ten years old

   [ ] by parents

   [ ] by school and church officials

2. All children:

   [ ] develop at the same rate

   [ ] have the same sexual interests

   [ ] should be treated as individuals

3. A child's interest in sexual matters:

   [ ] is a natural thing

   [ ] depends upon his age

   [ ] should be discussed by him with his parents

Instructions: Answer the questions below in the spaces provided.

1. As a parent, what are some forms of a child's sexual behavior you should know about? _____

   _____

   _____

   _____

   _____

2. What can you do when your child asks a question about sex? _____

   _____

   _____

   _____

   _____

YOUR CHILD AND SCHOOL

Background Material for the Instructor

The six year-old must adjust to two worlds; the new world of school, and the old world of home which is now changed for him with the beginning of school. The child's emotional ties remain in the home, but he has to acquire a modified set of these ties in school. The school provides certain group controls, whereas the home usually affords a less formal or structured atmosphere. The school introduces the need for new loyalties which may conflict somewhat with the established ones of the home.

The mutual confidence between home and school, that is, between the teacher and the parent, should be a persistent theme throughout the child's life in school. Disagreements may exist, but it is imperative that both the home and school respect and know what the other is trying to do. This is especially important to the child since his orientation to school life is greatly influenced by the relationship he has with his teachers.

Starting School

Do not expect the child to come home full of tales about what transpired in school. The young child usually has little to say about the school day. When he comes home, he might be rather tired and touchy, and he may refuse to answer questions. This is quite natural and is evidence of tension created by the fact of a new school and new surroundings. Patience and a kindly encouragement are needed until he completes the short period of adjustment.

The parent may have to find out how the child is doing by visiting the school or talking with the teacher. This can be accomplished through:

- Open House
- parent conferences
- informal visits
- PTA

The parent should understand that the teacher will be better able to identify with them and with their child as a result of these contacts.

Primary

The parent should not be critical of the youngster or his school if he does not become an adept reader or mathematician right away.

In attempting to make the introduction to regular school a happy one, teachers use the knowledge that, when youngsters have reached the point where they are ready to read, write, and figure, they will attack these skills purposefully. Urging the 3 R's upon a child who is not yet ready accomplishes little except to make the child unhappy and to inculcate in him an aversion to school.

Child psychology suggests that there is no absolute norm which all children should reach at a given chronological age. Interpreting the individual child's growth and maturity produces more significant criteria for determining his educational needs.

Thus, when we view the school child in developmental perspective, we realize that a child's whole school life is affected by his maturity level and his individual growth pattern. Crises, such as an initial inability to read or problems of social adjustment constantly arise, but they are readily manageable if regarded in terms of the total sweep of development. The long range view makes many worries unnecessary both for parents and teachers.

Usually a child's first attitude toward school is one of enjoyment and pleasure. School becomes important to him because his friends are there. He even dislikes to stay home because of a minor illness if it means he will miss a special event. Eventually, there is more interplay between home and school. The child brings to school objects which relate his personal experiences to school projects. Soon, both the child and his parents will enjoy the recounting of daily school activities.

Intermediate

For the child, teachers assume the roles of substitute parents throughout his early school years. The initial dependence on, and admiration of, a teacher by a youngster during the primary years gradually changes to a desire to be independent and competitive. This change is also evident in the child-parent relationship. As one child will show a real spirit of improvement, another, who had been doing well, might begin to need individual help. The need for repetition of a grade or of going at a slower pace is best taken care of within the first three grades when the child does not become as emotionally involved as in later school years.

Compared with a primary child, the intermediate school child can more effectively set his mind to a school task. This is the period when homework is begun as an effective and meaningful activity. The child also begins to attach importance to receiving a grade. He is anxious for good marks and tends to blame the teacher for poor grades. Arithmetic becomes the most talked of subject during these years. It brings out stronger likes and dislikes than any other subject.

It should be noted that sex differences begin to count heavily and create increasingly obvious distinctions in reactions to school life. Girls are closer to adolescence than boys and they exhibit more self-reliance and maturity.

Parental Assistance

A spirit of mutual cooperation and a flexible partnership should prevail between home and school. Common problems of educational procedure and policy can be used as a springboard for interaction between school and community. Potential major questions to be solved include:

- number of sessions
- transportation
- homework
- length of school day

When and if the parents feel they should become directly involved with the school, they should approach the teacher. The teacher can describe the educational materials being used and suggest ways in which the parents can assist in the learning process. Some typical suggestions they might receive would be the following:

- Reading, the major area of educational interest for children, can be emphasized at home by encouraging an interest in books. Parents should not show disappointment if the child does not care for, or refuses, a book which the parent provides. The child should be free to make his own choices based on his interests.

- The parents should help the child establish a place and pattern for homework.

- The parents should be involved with homework to the extent of being aware of the problems. They should not be involved in giving answers or doing the work.

Suggested Lesson Plan

Aims

- To encourage the development of school-community and teacher-child relationships which are built upon rapport, respect, and cooperation.

- To encourage the development of ways in which their children adjust to school and accommodate this experience to the familiar home experience.

Motivation

Read the following account to the class. Ask the students to relate similar experiences. Have them consider the following thoughts in relation to their own children while they listen to the story:

Should parents be concerned over their children's feelings about the school day? If they should be, what can they do about it?

Willie, a six year old first grader, and Maria, an eleven year old fourth grader, enter the kitchen after a day at school.

Mother, who is preparing supper, says, "Willie, how did the class like your goldfish?"

"O.K. Where did you put my bat?"

"What did the teacher say?"

"Mom, I really like her. She's nice. I found it!" Willie runs outdoors.

Maria in an angry voice, "My teacher was real mean today."

"I thought you liked Mrs. Holbrook?"

"She failed me in English because I misspelled two words, and she also gave us lots of homework. Suzie beat me on the test."

Development

Discuss the above account in the light of the question given to the class before the reading. In conducting the discussion, the teacher should regard himself as a resource person, while using information which members of the class already have. The following questions may be used to emphasize the indicated concepts:

Lead Questions	Concepts
Is Willie more interested in his school day or in finding his baseball bat?	Primary age children show little interest in school in their conversations with the family.
Why did Maria make such a point of the two misspelled words?	Children in the intermediate grades are generally very competitive.
Are these children's feelings toward their teachers about what you would expect from other children of their ages?	The teacher image is viewed differently by primary children than by children in the upper elementary grades.

Suggested Activities

- Have the class compile a list of the problems that often occur between school and community. A local elementary school administrator could then be invited to participate in a class discussion of these problems.
- Try to arrange that each class member, who is the parent of an elementary school age child, visit his child's teacher. Parent and teacher might spend a few minutes discussing the role of the school and/or any problems the child might be having with school. Urge class members to attend a PTA or "school night" meeting.
- In support of the two activities above, the instructor should use the flipchart, *Mrs. Butler Goes To School*, and its accompanying manual, both of which are integral to this packet of materials.

- Preview and use the filmstrip for *Child Development: The Child 6 to 12* to reinforce the concepts described in the Background Material.

- Suggest that class members sketch illustrations of an improved study environment in contrast to the one below.

Worksheet Activities

Worksheet A is designed as a discussion activity for students who read up to a second grade level. Read the instructions with the students and allow them time to study the illustration. Then read with them the caption: IS THIS A GOOD PLACE TO DO HOMEWORK? The instructor should not imply during the discussion that the learning environment portrayed in the illustration is a wholly detrimental one. As the description below indicates, there are some good features about this study setting. On the other hand, many students study under these circumstances and there *are* inherent disadvantages. Therefore, an improvement of this study environment should be discussed.

-- Have the students evaluate the learning environment by pointing out the good and bad features depicted in the drawing:

GOOD	BAD
✓ parental supervision	✓ radio (debatable)
✓ time (debatable)	✓ other noise (dishes, baby crying)
✓ desk (table)	✓ lack of privacy

-- How can the learning environment be improved?

A good environment would include:

- privacy
- little noise
- good lighting
- writing materials
- comfortable room temperature (During warmer weather, the kitchen would probably not be a good place to study while meals were being prepared.)

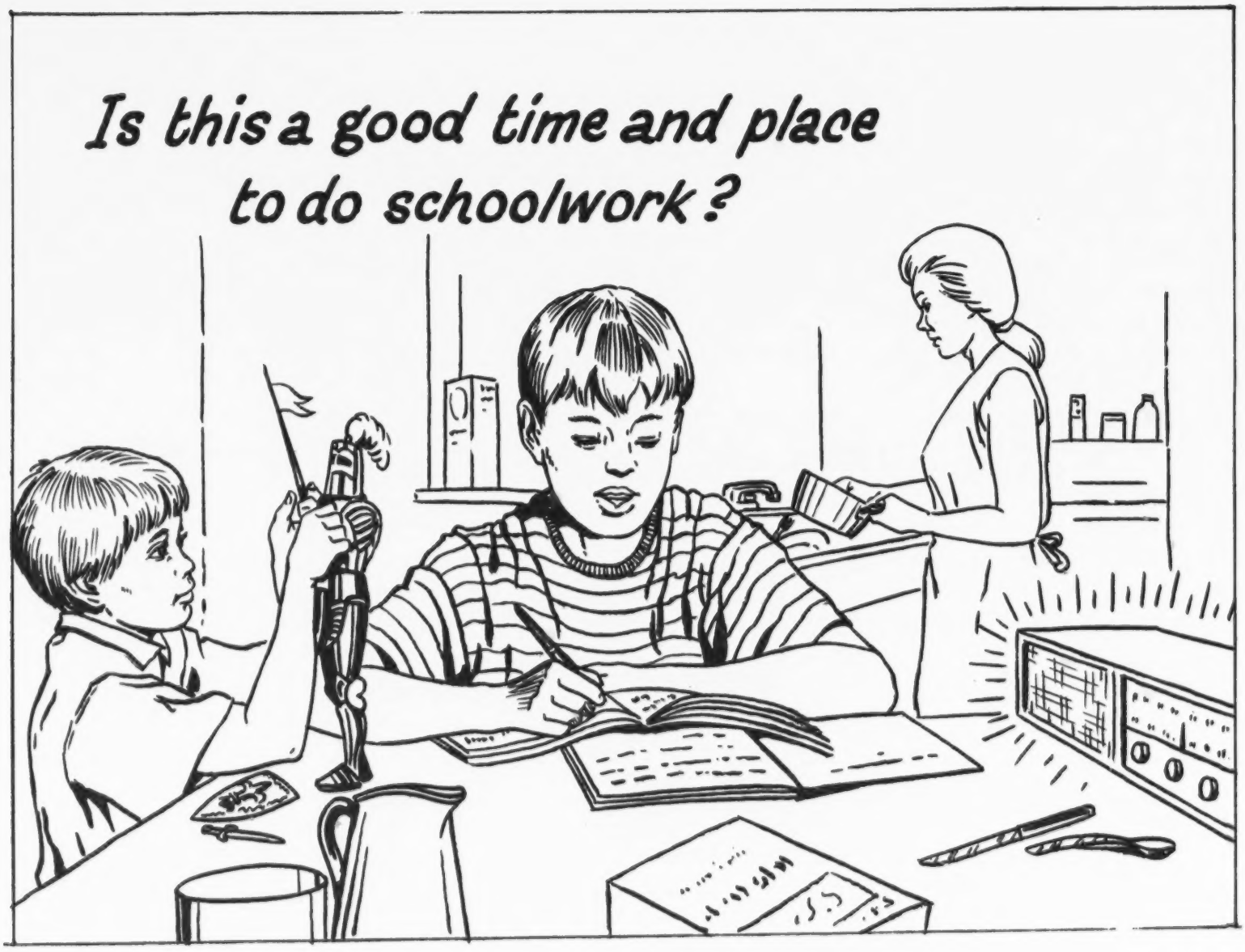
Worksheet B is recommended for those reading on levels 3-4, and is to be used as a review exercise. The instructor should assist the students in answering the questions and act as a moderator for a class discussion of the answers.

The Factsheet is for students who read at the 5-8 level, and it may be used for review and reinforcement of the concepts in the Background Material. After class use, the Factsheet may be taken home for further study.

Worksheet C may also be used by students who are able to read at the 5-8 level. After assisting the students in the completion of this question sheet, the instructor should encourage a class discussion of the answers.

Student Worksheet A: *Your Child and School*

Instructions: While looking at the picture, think of the good and bad points shown. Be ready to discuss your ideas with the class.



Student Worksheet B: *Your Child and School*

Instructions: Read each of the following and place a check in the correct box or boxes. Remember, there may be more than one correct choice for each question.

1. The primary school child (grades K-3) usually:

   [ ] has homework

   [ ] likes his teacher

   [ ] likes school

2. The intermediate school child (grades 4-6) very often:

   [ ] has homework

   [ ] talks about school

   [ ] is not interested in marks

3. Parents help their children when they:

   [ ] attend parent-teacher conferences

   [ ] give them homework answers

   [ ] do not sign the report card

4. OPEN-HOUSE at the school is:

   [ ] only for some parents

   [ ] not important

   [ ] a way to meet your child's teacher

5. Parents should:

   [ ] have a place and time for their children to do homework

   [ ] expect boys and girls to be alike in their feelings toward school

   [ ] have conferences with the teacher

Student Factsheet: *Your Child and School*

Glossary

CONFERENCE - A meeting to discuss ideas and problems
ELEMENTARY SCHOOL - Kindergarten and grades 1 to 6; both primary and intermediate grades
INTERMEDIATE - Grades 4, 5, 6
OPEN HOUSE (or school night) - When parents visit their children's classrooms and talk with the teachers
PTA - Parent-Teacher's Association; the group of teachers and school children's parents which meets regularly to talk about school
PRIMARY - Kindergarten and grades 1, 2, 3

Suggestions for Parents

Some questions that need to be discussed by parents and school people are:

- the length of the school day
- transportation
- beginning school age for children
- activities
- meals at school

Ways in which parents may help a child finish his homework are:

- Give him the time and a place for his work.
- Show him how to use a dictionary.
- Listen to his problem and help him understand it.
- Take your worries to the teacher instead of criticizing the child.
- Do not do the child's work for him.

Basic rules to follow in helping a youngster to do well in school:

- If the child is having trouble in school, set up a conference with the teacher.
- Be interested in the school; go to PTA meetings and Open House.
- Do not judge a child to be a poor student; he may only be slow to develop.
- Have regular physical checkups for your children; many times, medical problems cause a child to do poorly in school.
- Show an interest in the child's schoolwork.
- Talk with the child about the parts of school life he likes.

Worksheet C: *Your Child and School*

Instructions: Read each of the following sentences. If the sentence is true, put a "T" in the blank space. If the sentence is *not* true, change the underlined word to make the sentence correct.

[ ] 1. Parent conferences are for the teacher and the principal.

[ ] 2. The second grade is a primary grade.

[ ] 3. The third grade is an intermediate grade.

[ ] 4. Parents should visit the school once a year.

[ ] 5. The most important activity in elementary school is gym.

Instructions: Answer the questions below in the space provided.

1. List the ways in which you can share in the schooling of your child.

_____

_____

_____

_____

2. What are some questions you can ask your child's teacher during a Parent-Teacher conference? _____

_____

_____

_____

_____

3. What are the best ways to help your child enjoy school and do well there? _____

_____

_____

_____

_____

THE CHILD AT PLAY

Background Material for the Instructor

During the age span from 6-12, a child vastly increases his social contacts beyond the home. Acquaintanceships formed through the school and the neighborhood provide the raw material of the child's increasing socialization. This increased socialization is manifested in a number of general characteristics such as the following:

- There is increased participation in group activities.
- More and more time is spent in talk and discussion.
- Group membership is flexbile and changing.
- Allegiance to the "gang" (meaning a group of peers not necessarily delinquents)over adults is common.
- Group pressures exert a growing influence in personal relationships.
- Competition becomes an increasingly important factor in play.

As the 6-12 youth develops, he becomes more and more responsive to group activities. These activities come naturally and spontaneously out of play although others can be adult initiated and supervised. During this period, there is also the development of the gang influence. Due to this factor, allegiance to other children over the adult at a point of conflict is possible and quite likely. This experience of belonging to a peer group and identifying with others of the same age and sex is important for the social development of the child. Nonetheless, adult supervised activities and planned, after-school activities are still important for the child's optimum development.

The 6-12-year-old spends a great deal of time in talk and discussion. He is often outspoken and critical of adults as well as his peers, although he still depends on adult approval. These children are frequently argumentative due, in part, to a growing capacity for self-evaluation. During this time, the child himself becomes increasingly aware of individual differences between himself and others and among his playmates. Parents need to combine encouragement, praise, patience, and a minimum of direct supervision to see a child through this period.

The influence of the gang grows through these years. Loyalty to the gang is stronger among boys than among girls. In the later years, there is much rivalry and antagonism between boy and girl groups.

The 6-12-year-old can work cooperatively on teams and in groups. Membership in groups is flexible and changing,though stability in these alliances is more evident at 11 and 12. At these ages, the youth will often use the group for social goals.

There is no doubt that group pressures exist within childhood society. The effective parent will attempt to mobilize group pressures and social goals evidenced by youth groups to serve generally acceptable purposes. These group purposes or goals can be either constructive or destructive. The destructive goals are all too obvious in our society. The constructive goals center around the development of cooperation, social interest, social adjustment, and self-understanding. Values are more readily accepted when they provide a feeling of belonging to the group. Thus, the group can become an agent for change and cooperation.

Peer relationships can be conveniently subdivided into two categories, that of the 6-9-year-old and the Preadolescent (10-12). Specific characteristics of the 6-9-year-old's social relationships include:

- increasing ability to organize
- evident segregation of boys and girls during play
- growth of competition as a factor in play activities (This is a good time for the child to begin learning about sportsmanship.)
- growing loyalty to peers
- increasing self-criticism of performance

Characteristics of the Preadolescent's social relationships include the following:

- more emotion, tension, and intensity in social relationships (This is more characteristic of girls than of boys.)
- the strong influence of best friends upon a girl's behavior
- more emphasis on secrecy and trusting
- self-criticism of friends (boys)
- sentimentality toward friends (girls)
- development of selectivity in choosing friends as opposed to common play

Suggested Lesson Plan

Aims

- To provide an understanding that group pressures and allegiances affect a child's behavior and that group interaction can be directed toward positive social goals

- To develop an awareness that interpersonal relationships are variable and that, beyond the home, they develop significantly in the neighborhood, school, and community

Motivation

The instructor may wish to use the following hypothetical newspaper account to initiate a discussion about interpersonal relationships, group pressures, and loyalty to groups (or, in this case, "gang" in its negative connotation).

> ALBANY (UPI): Five local youths, whose names have been withheld because of their ages, were released into the custody of their parents after a preliminary hearing before Judge Hoffman. These youths, members of a local gang, were apprehended in connection with recent acts of vandalism in downtown Albany. Police estimate the damage to be in excess of $1500.

In a south end apartment, one of the boys referred to in the newspaper account is confiding to his sister:

> "What am I going to do? I want to tell the cops what happened, but I'm afraid!"
>
> "Why don't you tell Dad?"
>
> "I can't, we took an oath not to squeal."

Development

The class discussion might focus on the incident and the conversation reported in Motivation. A few suggested questions which might be used to stimulate discussion are:

-- *Are the boy's feelings natural and reasonable?*
-- *Should his sister speak to their parents herself?*
-- *If you were the parent, how would you handle the situation if informed of it by the boy? By his sister?*

The following ideas should be established during the student discussion:

- If family relationships are weak, allegiance to the gang will be greater than allegiance to the family.
- In any case, group pressures significantly influence behavior.
- Parents can direct group activities and pressures to constructive ends.

Suggested Activities

- Have each student contribute, for discussion, one incident which illustrates either a positive or negative example of peer relationships.
- Invite a city social worker to speak to the class on the subject of the influence of the peer group upon childhood behavior. The students should prepare in advance questions for the speaker. This resource person should be informed of the course objectives and of the students' interests.
- Use the filmstrip and manual dealing with *Child Development: The Child 6 to 12* to reinforce the Background Material. The instructor should preview the filmstrip before using it in class.

Worksheet Activities

Worksheet A is designed as a discussion activity for students who read up to a second grade level. Allow them a moment or two to study the illustration. Then read with the students the caption: I WON'T BE YOUR FRIEND IF YOU DON'T. The subsequent discussion of specific examples should emphasize the following concepts:

- Emotion and secrecy characterize interpersonal relationships.
- Best friends exert a strong influence on individual behavior.
- Group pressure is extensive.
- There is a dilemma between private conscience and group conscience.

Worksheet B is recommended for students reading on levels 3-4. The instructor should assist students in completing the worksheet and act as a moderator for a class discussion of the answers.

The Factsheet is designed for students who are able to read at the 5-8 level. It may be used for review and reinforcement of the Background Material and taken home for further study beyond class use.

Worksheet C is also for students who read at the 5-8 level. After completing the worksheet, the students should discuss the concepts implied therein.

Student Worksheet A: *The Child at Play*

Instructions: Look at the drawing and talk about how children act with their friends.

Student Worksheet B: *The Child At Play*

Instructions: Read each question and place a check in the correct box or boxes. Remember, there may be more than one correct choice for each question.

1. Parents should:

   [ ] try to have their children cooperate more than compete

   [ ] know that children are more loyal to them than to the gang

   [ ] set an example for their children

2. Gangs:

   [ ] become more important as the child grows older

   [ ] are not important to the child

   [ ] cause problems between parents and child

3. The preadolescent:

   [ ] prefers special friends

   [ ] is not able to organize his play

   [ ] is very loyal to his gang

4. The 6-9-year-old child:

   [ ] usually plays only with other children of the same sex

   [ ] thinks more about sportsmanship than winning

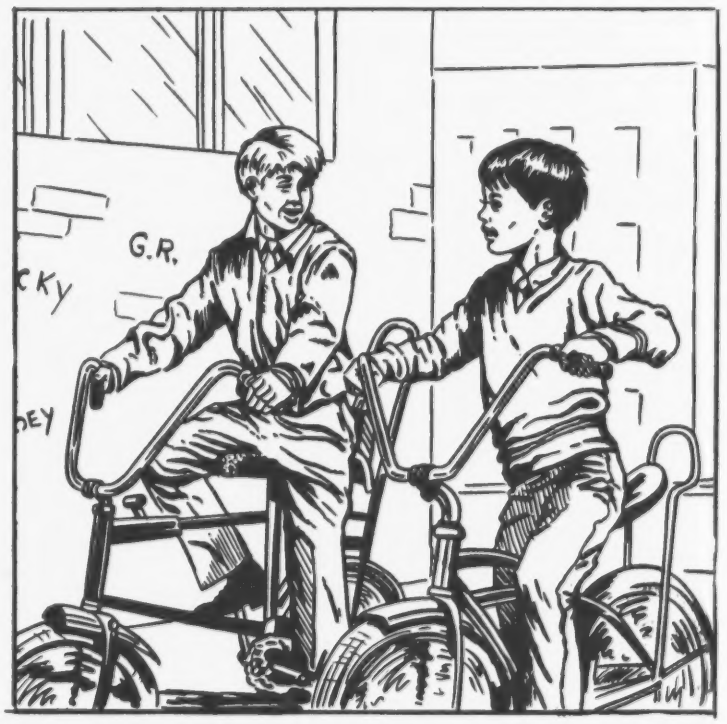
   [ ] is often critical of himself and others

5. Friends:

   [ ] are made at home, in school, and in the community

   [ ] are not as important to girls

   [ ] affect a child's feelings and actions



Student Factsheet: *The Child at Play*

Glossary

ALLEGIANCE - being loyal to someone or something; supporting; befriending

COMPETITION - the act of trying to outdo or defeat, as in sports

CRITICAL - questioning; finding fault with

GANG - usually meaning a group of children who have interests, ideas, or plans that give them a reason to be loyal to each other

PREADOLESCENT - a child from the age of ten to twelve years; the child just before he becomes a teenager

The 6-12-Year-Old Child - Play Behavior

With children of these ages, parents will need to use encouragement, praise, and patience. These children do not need the same kind of supervision as they did during the first five years. Parents will not usually need to physically protect their children to the same extent as when they were younger. Instead, they should supervise play in trying to help their children develop:

- cooperation
- social interest
- responsibility
- an understanding of themselves

Parents can take advantage of gang behavior and aid in their child's development by:

- becoming involved in school and other activities of their child
- trying to get the gang involved in community improvement projects
- helping the child understand his place in the community

Some general characteristics of a child in this age group are:

- very involved in group activities
- gang influence is very strong, especially in the preadolescent period
- spends more and more time in talk and discussion
- enjoys and has great interest in competition
- often critical of adults although he still needs adult approval

Talking, discussing, communicating in a sincere way with your children is a most important part of good relations between parent and child.

Student Worksheet C: *The Child at Play*

Instructions: Read each question and place a check in the correct box or boxes. Remember, there may be more than one correct choice for each question.

1. The 6-12-year-old:

   [ ] has very little to do with the community

   [ ] is influenced by his parents, brothers, and sisters

   [ ] is always a member of a gang

2. Discussion in the family should:

   [ ] be the concern of the mother only

   [ ] take place on a regular schedule

   [ ] involve only one problem at a time

3. Parents should help their children develop:

   [ ] an understanding of themselves

   [ ] cooperation

   [ ] responsibility

Instructions: Answer the questions below in the spaces provided.

1. List below the general characteristics of the 6-12-year-old that you have found to be the same as those included in the lesson. _____

   _____

   _____

   _____

2. In what ways do you think you could involve yourself and your children in community improvement projects? _____

   _____

   _____

   _____

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EVALUATION SHEET

Parent Education and Family Life

Child Development: The Child 6 to 12

Check (✓) the appropriate comments below:

1. The introduction:
   - aids in budgeting time spent on individual lessons ____
   - highlights lesson objectives ____
   - provides little or no help ____

   Comments and Suggestions:

---

2. The background material:
   - is adequate ____
   - provides specific help ____
   - shows little relevance to your situation ____

   Comments and Suggestions:

---

3. The suggested lesson plans are:
   - well-organized and meaningful ____
   - helpful in teaching classes ____
   - appropriate for your classes ____
   - lacking in varied techniques ____
   - trying to cover too much ____

   Comments and Suggestions:

---

4. The filmstrip, *Child Development: The Child 6 to 12:*
   - stimulates class interest ____
   - is helpful in stressing concepts ____
   - presents pertinent content ____
   - lacks appropriateness ____
   - possesses little value ____

   Comments and Suggestions:

---

5. The student brochure, *Child Development: The Child 6 to 12:*
   - helps reinforce the lesson material ____
   - successfully stresses the concepts ____
   - has some value ____
   - is of little use ____

   Comments and Suggestions:

Please send completed sheet to:

New York State Education Department
Bureau of Continuing Education Curriculum Development, Room 326
Albany, New York 12224

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